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AUTHOR Scott, Norval C., Comp.
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ABSTRACT

Purpose of the Zip Pak is to give the migrant child, who enters and leaves the classroom periodically, a packet of lessons which he creates and learns. Behavioral objective is that the child will recognize approximately 10 to 15 words, selected from his spoken vocabulary, by the end of two weeks. The lessons aim to motivate the child, while at the same time creating self-esteem. The activities are designed to arouse interest in reading by providing both physical and mental creativity. Classroom activities are given in the form of directions to the child. This booklet includes the teacher's manual and student workbook. (NQ)

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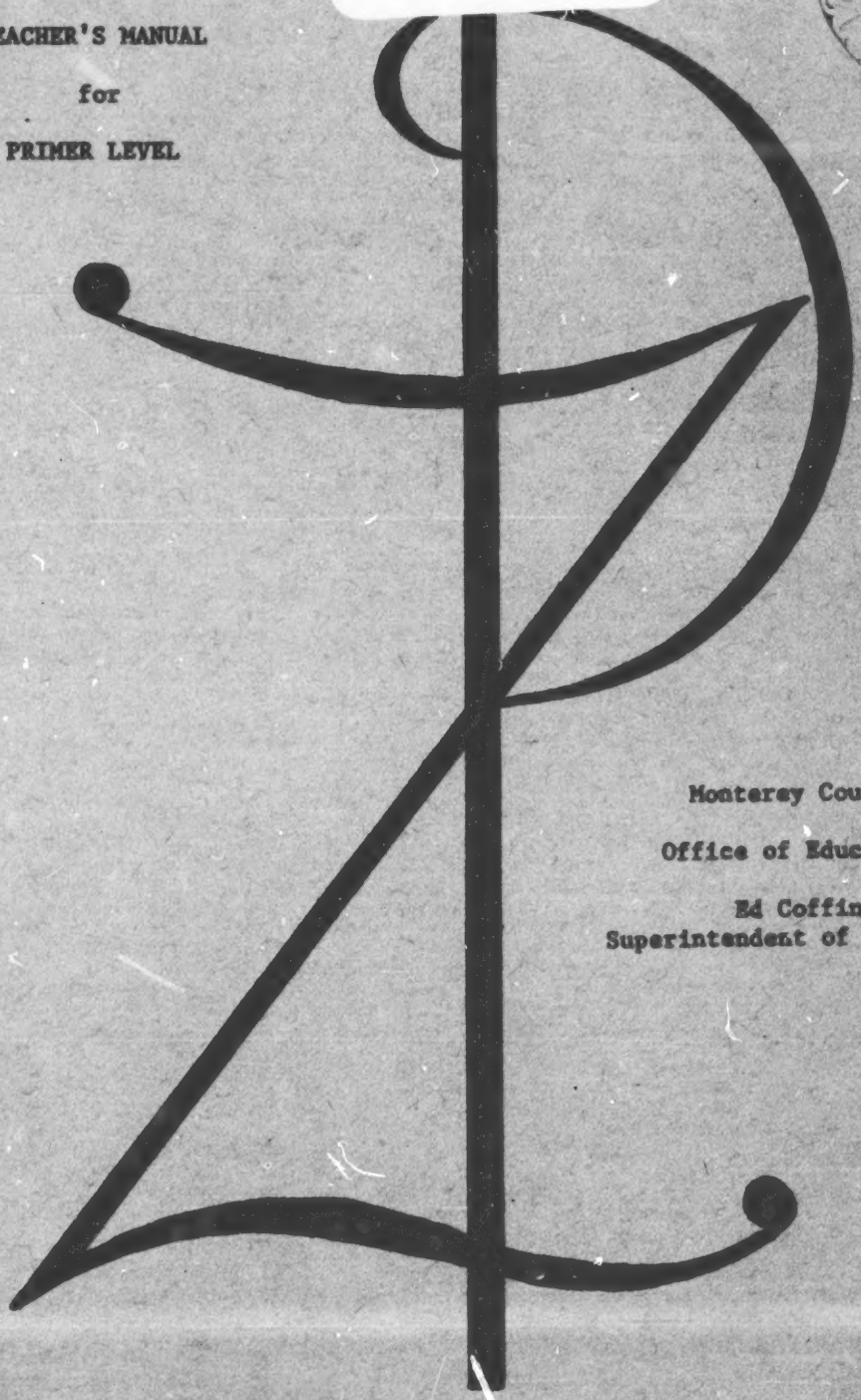
ZIP PAK

and

TEACHER'S MANUAL

for

PRIMER LEVEL



Monterey County

Office of Education

Ed Coffin
Superintendent of Schools

RC009056

ZIP PAK

MATERIALS

Prepared
by
the members of

The Zip Pak Workshop

Dr. Norval C. Scott

(Program Associate, Project EDINN)

Co-Sponsored
by the
Monterey County Office of Education

Ed Coffin, Superintendent of Schools

and

by Project EDINN (EDucational INNovation)
(the Supplementary Educational Center, serving
Monterey, San Benito, Santa Cruz Counties, California

Beatrice Ann Ward, Acting Executive Director

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1968

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FOREWORD

The curriculum material that follows has been created by sixteen participants of a summer 1968 workshop, which had as its aim the production of a reading booklet to be used especially by migrant children. This booklet, called the Zip Pak, was to have these characteristics: (1) take about two weeks of class time; (2) appeal to the migrant child with his special set of needs; (3) be as interesting and creative as possible; and (4) have a built-in pre- and post-testing program for evaluation purposes. We leave it to the judgment of the teachers and pupils who use these Zip Paks whether or not the above criteria were met.

Several sets of Zip Paks were produced, ranging from the reading readiness level through the third level, and each Zip Pak has an accompanying Teacher's Manual to assist in its use.

These Zip Pak materials have been produced with the help of migrant children who attended a summer school program to which the teachers were attached. The four week duration of the workshop allowed time only for the grossest testing of new ideas, and the materials in the Zip Pak booklets are not the accomplished work to be expected from a major curriculum development project. The Zip Paks, at this stage, merely represent a first exploratory effort and are being presented with this question in mind: "To what extent are these ideas useful in pointing out a direction of movement for a future project?" The users of this booklet can help provide some answers to this question.

Norval C. Scott
Program Associate
Project EDINN

OUR PURPOSE

Our purpose is to give the child who enters and leaves the classroom periodically a packet of lessons which he creates, learns, and then takes with him to another school. In this way his learning process may be continual rather than interrupted, giving him a feeling of security, achievement, and self-reliance.

THE CHILD

The education of the migrant child is almost always hampered by the continual disruption of classroom studies, the adjustment to a new environment, and the natural discrimination from being a member of a minority group. The child needs extra attention and love, as well as actual book learning.

One way in which these two extremes can be integrated is through a personal interchange between the teacher and the child. Since this pupil has had his self-concept battered from the day he was born, we have devised a system whereby he might improve his own image, and, through that, improve his reading ability.

The project we describe is a self-creative one. When the child enters the classroom, the teacher or aide takes him on a field trip, during which time a series of photographs is taken. From the child's verbal reactions to the trip, the teacher forms paragraphs. This makes the lessons truly the child's text.

Though it is physically impossible to give every child individual attention at all times, we cannot overlook the fact that each child has his own level of learning and must be encouraged to progress as he is able.

We are taking his verbal language and reducing it to writing. We are not teaching him vocabulary, but rather, working with the experiences and vocabulary that he already has acquired.

In each lesson of the pupil's book, we have a picture with accompanying vocabulary which he has used to describe the picture. In some cases, he sees himself in the picture; in other cases, he recognizes objects which he personally has seen.

THE TEACHER

The value of the project depends not only on academics, but also on the teacher's interest in children, and especially migrant children. He must be flexible enough to adapt his previous teaching experience and his ideas so that he may reach the child on his own social level. The teacher must find out who the child is, what he lacks, and what his individual needs are. Neither must his personality, his self-concept, nor his ability to get along with other children be ignored.

BEHAVIORAL OBJECTIVE

We recommend that the teacher select approximately ten to fifteen words from the child's spoken vocabulary and expect him to recognize them by the end of the two week period.

THE PROCEDURE

This approach, as already stated, is for the migrant child and is not intended for the whole class. Therefore, it is necessary for the teacher to make special arrangements, such as planning the field trip, with other teachers or school personnel if it is to be conducted during school hours. If such arrangements cannot be made, it will have to be conducted after hours on the teacher's own time.

The selection of the field trip place is very important as it should provide the child, or children, with a familiar environment such as a grocery store, supermarket, fire station, or park, so that the child may use his own vocabulary to relate with the objects he will see. For our experiment, we chose a trip to a nearby farm since the school is in a rural area.

Preparing the child for the field trip is also important. He must know where he will go and what he will see. His interest must be stimulated. This is a good time to establish rapport with him by creating a friendly, personal relationship between the teacher and the pupil. A teacher-aide can do much also to build this rapport with the child without creating jealousy among the other children in the classroom. This is an opportunity for the teacher to build self-image in the child who seems confused and neglected in his new classroom environment where he realizes that he is different from the other classmates. He imagines himself a failure, never being accepted by the regular group as an equal. His learning process is inhibited by his repeated failures, social and economic pressures from home, lack of proper nutrition and emotional stability.

THE FIELD TRIP AND AFTER

The teacher takes black and white or color pictures (preferably Polaroid, since time is limited) of objects, animals or scenery, with the child included. These photos should be at close range and as clear as possible for recognition afterwards by the child. They should be natural and descriptive so that the child can later identify them easily. The number of photographs is not important, but they should stimulate conversation by the child. After the field trip, the teacher and child sit down for a few quiet moments together and discuss the pictures. The child should be encouraged to describe what he saw and recall feelings that he had. This conversation is taped.

THE PRE-TEST

From the tape recording, the teacher can draw vocabulary which is the child's own. The first step after taping the child's reactions is to determine which ten to fifteen words will be the target words. From the spoken words, the teacher writes a paragraph which the child attempts to read.[1] The child should read the paragraph out loud, with no prompting from the teacher. The words which he does not know will be the target words.[2] In our sample, we left the name of the child in the story blank. The pupil fills in his own name and the story is about him.

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[1] See sample, page 5

[2] See page 6

PRE-TEST

_____'S TRIP TO THE FARM

The teacher said, "I have a surprise for you. We will ride in the car. We will take a trip to the farm."

"Good," said _____. "We will see many animals. We will see pigs, sheep, lambs, horses, and bulls."

"Get in the car," said the teacher. "Here we go."

The children jumped up and down.

"Look," said _____. "Come see the farmer. He is working in the barn. He is feeding the horses. He is giving them hay. Let's sit on the fence and watch."

There are many machines on the farm. There are tractors, trains, and even helicopters.

"Did you like the trip?" asked the teacher.

"Yes," said _____. "It was fun."

The words underlined in the sample are the words which our children missed. These are the words which we emphasized.

farm	hay
pigs	fence
sheep	machine
lambs	tractor
horses	train
bulls	helicopter
barn	

The next step is to make the child's book, using his pictures and his own words.[1]

The sentences should be taken as directly as possible from the tape recording. From this book he reads and gets ideas for the workbook projects. And, since this book is his only, he may take it when he leaves to show to his next teacher.

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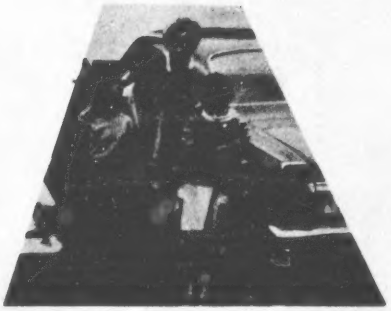
[1] See following section, "The Day I Went to the Farm," page 7.

THE DAY I WENT TO THE FARM

(An example of a Zip Pak)



A TRIP TO THE FARM

"I have a surprise for you today," said the teacher. "We are going to the farm!"

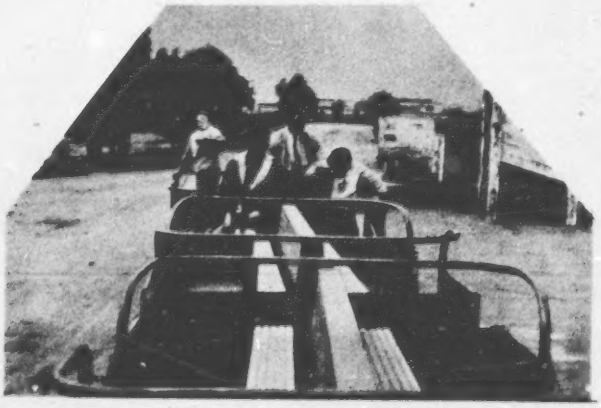
"Good!" said Trinidad, David and Jorge.

"You get in the car first," said the teacher. Jorge got into the red car.

When they got to the farm, they saw a train. In the front was a farmer.

"Get in the train," said the farmer. "We are going for a ride."

They all got in the train. It was a long train with many cars. There were red cars, and blue cars. There were pink cars, and green cars. There was even a yellow car for Lucy and the teacher.



The boys liked to ride in the back of the train with the teacher.

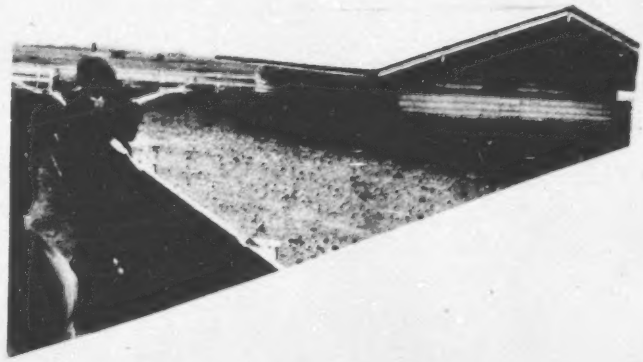
"What animals are we going to see first?" asked Trinidad. "I like the horse."

"Then we will see the horse first," said the farmer.

"May I feed the horse some hay?" asked Trinidad. "Now I am going to touch the big, black horse. This is fun!"

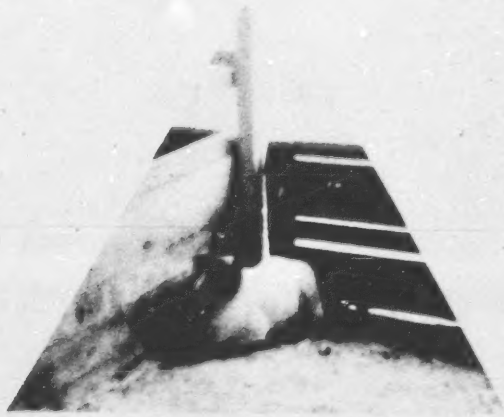
The horse lives in a house called a barn. See the barn where the horse lives. It is a long barn.

"This is the barn for the sheep," said the teacher.



There were two white lambs with soft wool. "It feels like cotton," said Lucy.

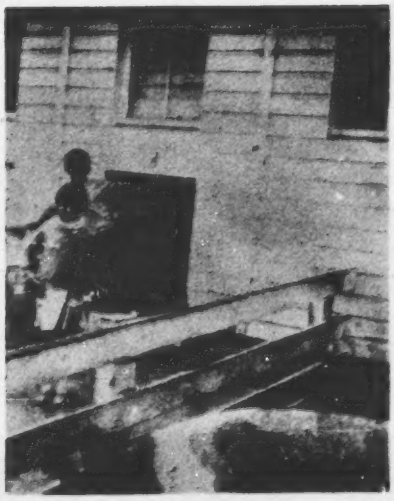
Look at the big sheep with the black head.



See the little black lamb.
It is the baby of the big mama
sheep with the black head.

"What a funny smell,"
said David.

"Look, there is a mama
pig and her baby pigs. The
pigs are black and white."



"Do you see Lucy and Trinidad
beside the fence?" asked the teacher.

It is fun to play in the hay on the farm. We like to play in the soft hay and do tricks.

"See David standing on his hands.

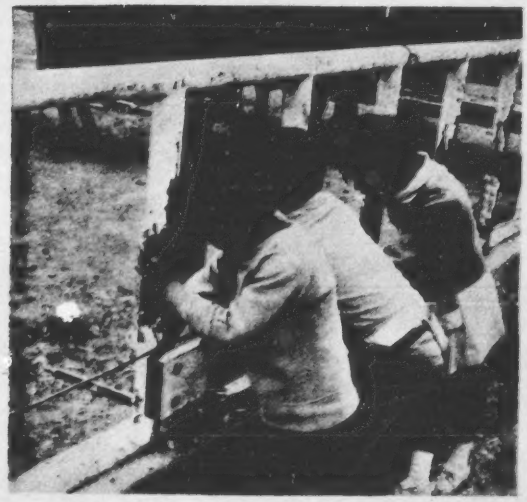
"We like to climb up high," said Lucy.

"Look, see how high I am," said Jorge.

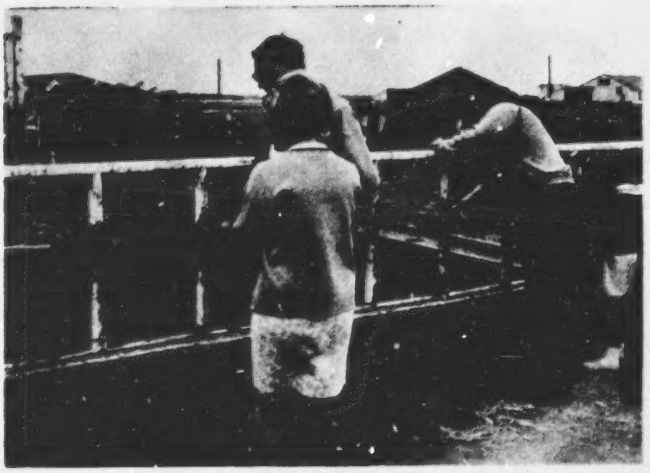
"What is this?" asked Lucy.

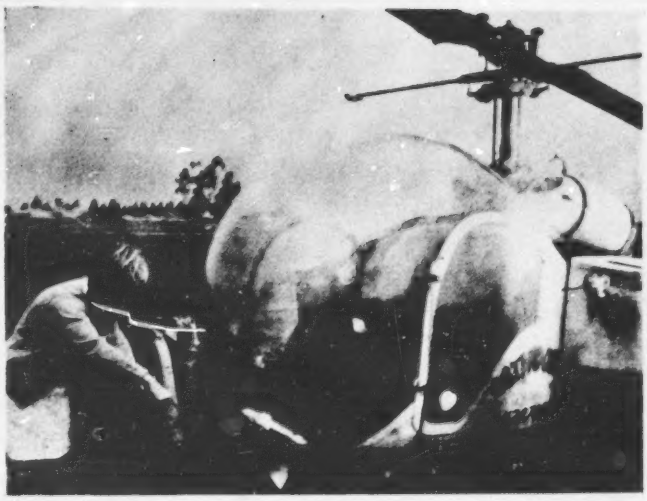
She watched Trinidad and Jorge play with the water.

The black bulls drink the water.



The farmer told us that the cow gives us milk and the bull gives us meat.





The farmer uses machines.

"What kind of machine is this?" asked the teacher.

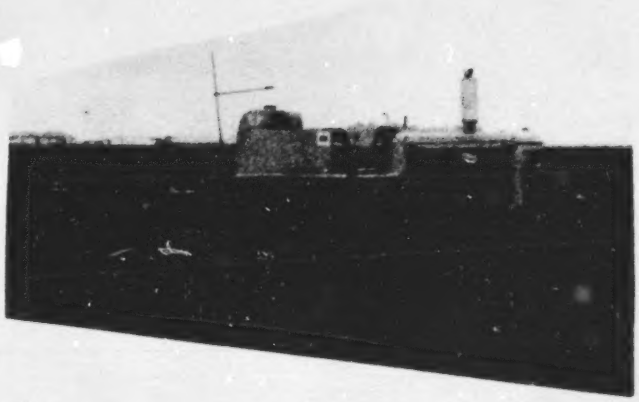
It is called a helicopter. It flies in the air like an airplane. Lucy liked the helicopter.

The boys had fun on the trailer near the helicopter.

The tractor is a machine that the farmer uses on the farm.

"What color is the tractor?" asked the teacher.

Jorge jumped up and down. "I know, I know," he said. It is yellow.



The children had a good time on the farm. Jorge liked to play with the teacher.

The teacher told Lucy about many things on the farm.

"Teachers are our friends, too," said Trinidad. "We liked the trip to the farm."

AND SO DID THE TEACHERS!!!!

THE WORKBOOK

The workbook must motivate the child and, at the same time, create self-esteem. The activities outlined in this workbook are designed to arouse interest in reading by providing both physical and mental creativity. The child makes something that pertains to the subject matter and then creates a short story about the subject in his own words.

(Note: We have written the classroom activities in the form of directions to the child.)

This individual activity will help him to assimilate into the classroom as a working member.

Classroom activity:

1. Draw a picture of a lamb or sheep.
   a. Glue some cotton or wool on the body of the sheep.
   b. Write a story about the sheep, describing what it is, what it does, what it says, where it lives, and what it eats.
   c. Have the child read aloud what he has written.[1]
   d. Praise him for what he has done.[2]

Classroom activity:

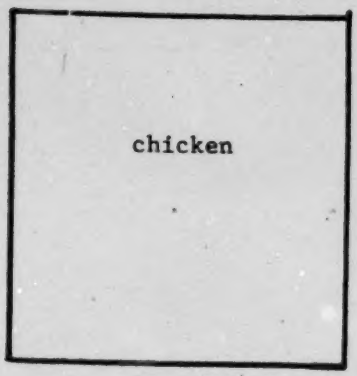
2. Cut out pictures of farm animals from magazines.[3]
   a. Paste them on tag board with a folded base so that they stand up.
   b. Cut strips of tag board and make a barnyard fence.
   c. Write a story about the animals on the farm.

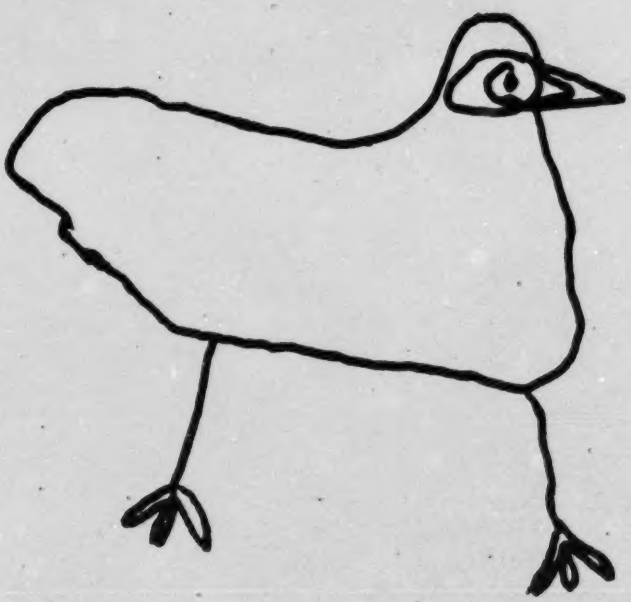
---

[1] and [2] These steps are included with every activity to build up self-esteem.

[3] See sample on following page.

Leticia Sacs
I see a CKN The CKN
hav a Cgg and the CKN
is White Tow Legs
farm The CKN nava Chair





A sample of Leticia Sanchez' story of a chicken. She is in the first grade, 7 years old, and reading on the primer level.

Classroom activity:

3. Find a picture of a barn in a magazine and have the child construct a small barn out of tag board or paper.
   a. Color or paint the barn like the barn in the picture.
   b. Make windows and a door that will open in the barn.
   c. Make up a story about the barn, explaining what it is used for and what animals live in it.

Classroom activity:

4. Draw or paste pictures of airplanes and helicopters on a poster.
   a. Bring to school a toy airplane or helicopter and demonstrate how it flies.
   b. Write a story about airplanes and helicopters and explain the difference.

Classroom activity:

5. Visit the library and look at pictures of animals of all kinds. Look for the tame animals of the farm. Look for the wild animals.[1]
   a. Write a story about animals, tame or wild.

---

[1] See sample on following page.

A Girl riding A horse
Boots short Pants.
red sweater

Trinidad Romero is a seven year old boy from a Mexican family. He is reading on the primer level.

Trinidad

Classroom activity:

6. Find picture of farmers and cowboys in old magazines.[1]
   a. Cut out pictures of them and paste them in a booklet.
   b. Write a story about farmers and cowboys and what they do.
   c. Show the booklet to the class and read aloud the story.
   d. Participate in projects with the other children.

Classroom activity:

7. Make some farm animals out of clay or paper mache.
   a. Make a wagon out of clay also.
   b. Find a twig and make a tree or two.
   c. Make a tree base of clay and leaves of sponge or grass. Color leaves green.
   d. Write a story about your visit to the farm.
   e. Watch your spelling.

Classroom activity:

8. Assemble the farm animals together in a barnyard scene with the barn made earlier. Perhaps add a house and other small buildings and trees and fences as needed for your project display.
   a. Describe your project in a written paragraph or two and

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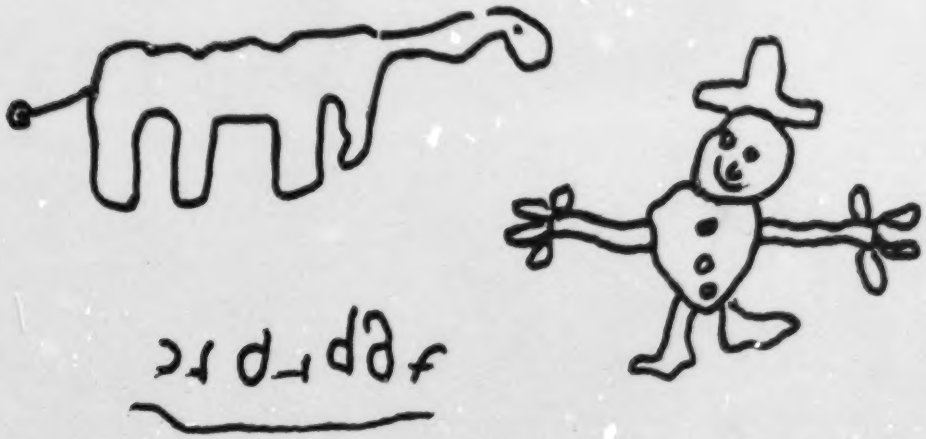
[1] See sample on next page.

Example of Activity #6



(Giraldo)

This is a sample of a workbook activity that involved the writing of a story about cowboys in the child's own words.

Giraldo, who is a native of Michoacan, Mexico, spends several months in California each year with his parents. He does not know how to read or write in English. He is seven years old. He is learning to speak some English. He loves to draw and is a bright child who could be motivated to read in time.

Picture of toy train

read it aloud.

(Note to teachers: Send a note home to his parents inviting them to come and see his project and get acquainted. Praise the child in front of his parents, as this will build his self-esteem and theirs also.)

Additional activities for the child on the road to help him continue his learning progress.

Travel games (while going to his new home)

1. Look for various animals, such as brown cows, black bull, little sheep and lambs.
2. Count the number of barns you see from one town to another. How many red ones? How many white ones?

Now the child has created his own book, and, hopefully, learned the target words. They were his words in the beginning, but now they are not only his spoken words, but also his written words.

The Post-Test

The post-test will determine whether the project has been a success. It should be a paragraph, just as the pre-test was, and should consist of the same words, only arranged differently. The administration of the post-test is similar to that of the pre-test. The child reads the paragraph with no prompting. The errors may then be compared and any improvement noted.

THE POST-TEST

The Farm

There is a farm near our school. The road goes by a fence. Inside the fence horses and bulls eat hay. A farmer drives by in his tractor. Later he will fly a helicopter. He uses many machines, even a train.

Inside the barn a sheep and her lambs sleep. The pigs eat lunch.

CONCLUSION

MEETING THE CHILD'S NEEDS

The success or failure of this approach will depend largely upon the teacher's attitude, and his desire to help the educationally deprived child to succeed.

Success for the child means finding himself and his rightful place in society, developing faith in his own ability, and measuring up academically. Many migrant teen-agers today drop out because they never achieved this kind of success in their early years of schooling.